

Monday Bulletin on Services to Youth

To Coordinate... To Enhance... To Serve... Through Communication...

NLTS2 Bright Spots

The school completion rate of youth with disabilities increased and the dropout rate decreased by 17 percentage points between 1987 and 2003.

28% of cohort 2 youth were members of community groups.

Attendance at 4-year universities increased significantly.

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Learn more
about the
NLTS-2
findings at:

www.nlts2.org

Initial Findings from the National Longitudinal Transition Study-2 (NLTS2)

Transition Services Project has been using the first National Longitudinal Transition Study (NLTS) research for presentations. The following data may be used to update presentation materials.

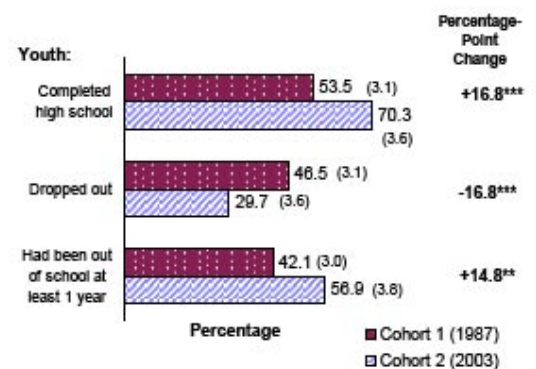
NLTS2 is the second longitudinal transition study. The first (referred to as NLTS) was conducted between 1987 and 1990 on a sampling of students aged 13 – 21 years old. Both studies were funded by the U.S. Department of Education. The NLTS2, which is still in progress, is documenting the experiences of a national sample of students who were 13 to 16 years of age in 2000, as they move from secondary school into adult roles.

The study focuses on a wide range of important topics, such as high school coursework, extracurricular activities, academic performance, postsecondary education and training, employment, independent living, and community participation. Information gleaned should be of interest to many audiences, including state and local education agencies, the U.S. Congress, the U.S. Department of Education, parents, teachers, researchers, advocates, and policy-makers.

A comprehensive report entitled *Changes over Time in the Early Post-School Outcomes of Youth with Disabilities** is available on the NLTS2 web site. Data from the third round of interviews is already posted to that website: www.nlts2.org

According to the *Executive Summary* of the *Changes Over Time* report, a comparison of both longitudinal studies documents changes in the early post-school experiences

Exhibit 2-1
CHANGES IN SCHOOL-EXIT STATUS AND
TIMING OF YOUTH WITH DISABILITIES



Source: NLTS Wave 1 parent interviews and NLTS2 Wave 2 parent/youth interviews.

Statistical significance: **p<.01; ***p<.001.
Standard errors are in parentheses.

Continued on page 2

of youth with disabilities who have been out of secondary school up to 2 years. The following points are taken directly from that report.

School Completion

The school completion rate of youth with disabilities increased and the dropout rate decreased by 17 percentage points between 1987 and 2003. With these changes, 70% of cohort 2 youth with disabilities had completed high school. A sizable increase also was noted in the percentage of youth who had left school at least a year before the interview, suggesting that youth were increasingly leaving high school with their same-age peers in the general population.

Household Arrangements and Social Activities

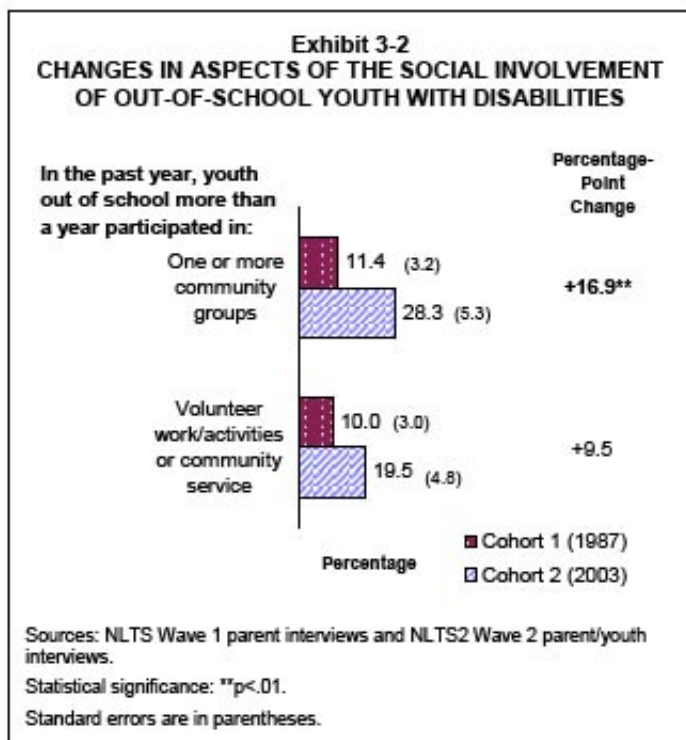
The living arrangements of youth with disabilities were stable over time: about three-fourths of youth in both cohorts 1 and 2 lived with parents, about one in eight lived independently (alone, with a roommate, in a college dormitory, or in military housing as a service member), and 3% of youth in cohort 1 and 1% in cohort 2 lived in a facility or institution. Nine in 10 out-of-school youth with disabilities in each cohort were single. However, some aspects of youth's involvement in social activities changed.

nity service activities (e.g., working in a soup kitchen, volunteering in a nursing home or child care center) did not change significantly; one in five cohort 2 youth were involved in their communities in this way.

- There was a large increase in youth with disabilities ever having been subject to disciplinary action at school, fired from a job, or arrested. More than half of cohort 2 youth had had such negative consequences for their behavior, compared with about one-third of cohort 1 youth.

Postsecondary Education

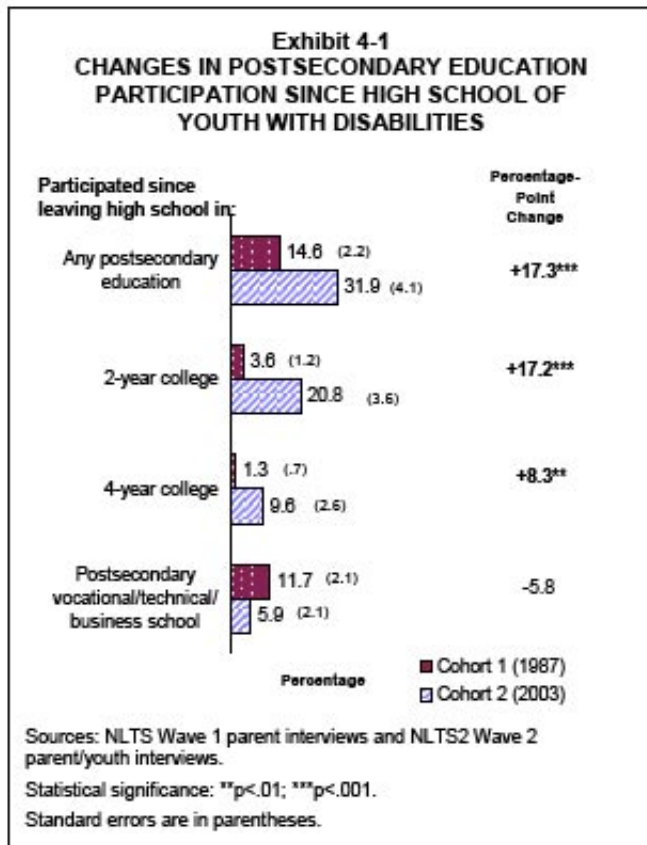
- The rate of postsecondary education participation by youth with disabilities more than doubled over time, increasing to 32% the share of cohort 2 youth who had been out of high school up to 2 years and who had enrolled in a 2- or 4-year college or a postsecondary vocational, technical, or business school.
- The greatest growth in postsecondary enrollment (17 percentage points) was apparent for 2-year colleges; 21% of cohort 2 youth had attended one since high school.
- Attendance at 4-year institutions also increased significantly (8 percentage points), so that 10% of youth with disabilities had been students in such schools since high school.
- Enrollment at postsecondary vocational, technical, or business schools was static; 6% of cohort 2 youth had enrolled in these kinds of schools.
- Despite these changes, youth in the general population were more than twice as likely as those with disabilities to be attending a postsecondary school in 2003.
- In 2003, 70% of youth with disabilities who had been out of school up to 2 years had worked for pay at some time since leaving high school; 55% had done so in 1987. However, there was no change over time in youth with disabilities working at the time of the interview; almost half were doing so.
- Employed cohort 2 youth were 18 percentage points less likely than cohort 1 peers to work full-time at their current or most recent job;



- Membership in organized community groups (e.g., a community sports team, hobby club, or performing group) more than doubled, so that 28% of cohort 2 youth were group members. In contrast, the involvement of out-of-school youth with disabilities in volunteer or commu-

39% were full-time workers.

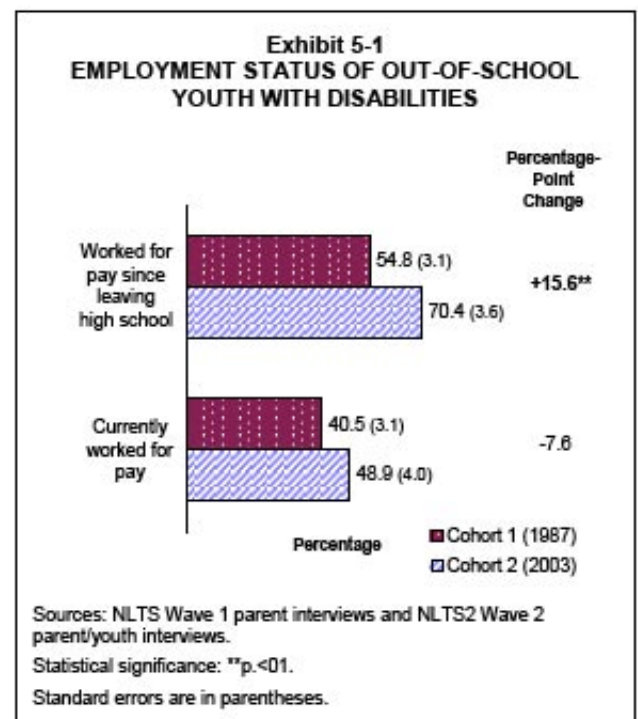
- Over time, considerably more out-of-school youth with disabilities earned above the federal minimum wage (70% vs. 85% of cohorts 1 and 2, respectively). Yet, the average hourly wage did not increase when adjusted for inflation; earnings averaged \$7.30 per hour in 2003.
- Fewer cohort 2 than cohort 1 youth held maintenance or clerical jobs and more worked in retail at their current or most recent job.



since high school in this way.

- These increases were accompanied by declines in engagement in job training programs as a sole activity or in combination with other activities.
- There was no increase in pursuing postsecondary education alone—3% of cohort 2 youth had done so.

* Data quoted from *Changes Over Time in the Early Postschool Outcomes of Youth with Disabilities: A Report of Findings from the National Longitudinal Transition Study (NLTS) and the National Longitudinal Transition Study-2 (NLTS2)* Prepared for: Office of Special Education Programs, U.S. Department of Education



Engagement in School, Work, or Preparation for Work

In their early post-high-school years, 70% and 75% of youth in cohorts 1 and 2, respectively, had engaged in school, work, or job training, either alone or in combination. Although their overall rate of engagement in these activities did not increase markedly over time, their modes of engagement did change.

- Engagement in the combination of postsecondary education and paid employment since high school almost quadrupled, to 22% in cohort 2.
- An increase in youth pursuing employment alone was apparent (11 percentage points), so that 44% of cohort 2 youth had been engaged

Please forward or print this bulletin for others.

E-mail your contributions or ideas for "Monday Bulletin on Services to Youth" to Lynn Boza: boza@michigan.gov or call 517/241-3957
Views expressed in Monday Bulletin articles are not necessarily the views of the Michigan Department of Labor & Economic Growth nor Michigan Rehabilitation Services.

Save the Dates • Events & Training

Date	Training or Event	Location
September 13, 2005	TRANSITION ASSESSMENT WORKSHOP Using the (ESTR) Enderle-Severson Transition Rating Scale for transition coordinators, special education teachers, directors, and others involved in Transition IEP development. (2 identical sessions will be held) Session I; 8:30 a.m.—11:30 a.m. Session II; 12:30 p.m.—3:30 p.m. Register online at www.oaisd.org and click on Professional Development. No charge for OAISD participants, others are \$25.	Ottawa Area ISD 13565 Port Sheldon Street Holland
September 14, 2005	TRANSITION ASSESSMENT WORKSHOP Using the (ESTR) Enderle-Severson Transition Rating Scale Presenters/Authors: Jon Enderle, Teacher, Morehead, MN Sue Severson, Professor, Minnesota State University Morehead Contact: Jan Yoak-Newman, Gratiot-Isabella RESD Phone: 989-875-5101, ext. 295 Fax: 989-875-2858	Mahoney Center, GIRESD, Ithaca, MI
September 12, 2005 OR September 19, 2005	ALTERNATIVES TO GUARDIANSHIP Presented by: Kathleen Harris—Social Worker & Attorney Come join us for dinner, presentation and agency fair! 6 -9 PM. Child care is available. Gratiot-Isabella RESD participants: NO Charge! Non-GIRESD participants: \$20.00 Register by September 7: Jan Yoak-Newman, Gratiot-Isabella RESD Phone: 989-875-5101, ext. 295 Fax: 989-875-2858	Gratiot-Isabella RESD Mahoney Center Ithaca, MI Winding Brook Conference Centre, Shepherd
September 18-19, 2005	HEALTHY CHILDREN, HEALTHY FAMILIES Association for Children's Mental Health Conference For information call: 1-888-226-4543 or www.acmh-mi.org	Radisson Hotel, Lansing
October 15-18, 2005	"CREATIVE CONNECTIONS... A PATH TOWARD WHOLENESS" MICHIGAN COUNSELING ASSOCIATION CONFERENCE. For more info contact Sue Papajesk or John Rinke 734-677-5112 or: www.michigancounseling.org	Grand Traverse Resort Acme, MI
October 20-22, 2005	"THE CHANGING FACES OF LEARNING DISABILITIES" Michigan Association of Learning Disabilities Educators Contact Mary Lou Aylor 989-773-7049 or: www.match.org/malde	Shanty Creek Resort Bellaire, MI
October 23-25, 2005	"PREPARING FOR CHANGE...BEYOND PROCESS TO RESULTS" Learning Disabilities Association of Michigan More information to follow.	Kellogg Center East Lansing
October 28, 2005	TRANSITION ASSESSMENT WORKSHOP Using the (TPI) Transition Planning Inventory Presenter/Author: Gary Clark, Professor, University of Kansas Contact: Jan Yoak-Newman, Gratiot-Isabella RESD Phone: 989-875-5101, ext. 295 Fax: 989-875-2858	Mahoney Center, GIRESD, Ithaca
November 8 -10, 2005	MICHIGAN REHABILITATION CONFERENCE "BUSINESS AND REHABILITATION: THE ESSENTIAL PARTNERSHIP" Presentation proposals must be submitted by May 13, 2005. Applications and information are on line at: www.maro.org	Amway Grand Plaza De Vos Place, Grand Rapids, MI